Specific features of training

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ABSTRACT

Today, the reforms carried out in the educational system set the main goals and tasks for the creation of a scientifically based system of conducting training sessions in educational institutions on the requirements of state educational standards and educational programs, as well as creating opportunities for their implementation and implementation.

Keywords: curriculum, state educational standards, model curriculum, normative document, quality of education, content, advanced pedagogical and information technology, interactive method, independent thinking, skills, activism, problematic assignment, style, production, science, technique, didactic, visual and distributed materials, problematic question, training structure, methodical structure, systematization, generalization, control, correction, reflection, combination.

1. INTRODUCTION

Within the framework of these tasks, the project of priority directions of educational activity is being developed, standard educational plans and educational programs on the direction of education and a number of normative and legal documents are being reviewed, advanced pedagogical and information technologies are being used in the process of training in order to improve the quality of education, to conduct them For this purpose, it is important to note the wide application of the following methods:

- **↓** equipping the classrooms with modern technical tools and their effective use;
- determining the logical-structure form of training sessions in each direction of Education, adapting them directly to the requirements of life, living, production, science and technology;
- enrich them with problematic assignments and prepare methodological recommendations, instructions;
- establishing the use of pedagogical and information technologies and interactive methods in the training sessions;
- to convey didactic, visual and dissemination materials on the topics of the training session to the educators and to prepare them problematic questions on each topic, thus ensuring them to come prepared for the training;
- ↓ to pay special attention to the essence of the problem questions, depending on their quality, to determine the state of their preparation on the topics of a particular training session, to be able to think in them, to acquire independent knowledge, to find literature on the topic, to achieve the formation of skills for their use and analysis;
- mutual discussion of information about the subject of training, analysis of critical and independent opinions expressed, summarizing them;
- ♣ Strengthening the activities of internal control units in order to understand the responsible
 and impartial approach of teachers to their responsibilities in educating students, and to
 conduct a survey among them on "Teachers in the eyes of students", to discuss the results in
 detail;
- ♣ Study, generalization of foreign experience in improving the quality of training and development of methodological guidelines that can be applied in the country [1].

Based on these tasks, we believe that in order for students to think independently, to choose and implement areas of professional activity, it must have the following qualities:

- be able to see the problems, understand the causes of their occurrence;
- generalize, summarize and generate new knowledge with the acquired knowledge of observed events and happenings;
- ↓ to replace several concepts with one general one, to separate the main one from many events;
- **t** to express one's opinion correctly and fluently, to find the necessary information quickly and accurately:
- analysis and evaluation of problems, completion of work, change and development of thinking in accordance with the changing situation.

Development of thinking includes (Table 1):

Table 1. Develop thinking

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Analytical	Developing skills to highlight important characters and features.		
Thinking			
Synthetic Thinking	Develop a plan for teaching materials, developing skills that establish single,		
	common characters and whole features.		
Analytical-	The classification of facts, the development of skills to draw generalizing		
synthesizing	conclusions.		
Abstract thinking	Distinguish between important and general signs, distinguish unimportant		
	signs, apply knowledge in practice.		

Teaching technologies that can be used in the classroom. Creative, design, problem-solving, informational and telecommunication, automated, programmed. You can choose one of these. The following programs can be used in teaching technology: linear, branching, adaptive, generalized, program-algorithmic, block teaching, modular teaching, full mastering of knowledge.

It should be noted that in traditional teaching, learners are taught to acquire only ready-made knowledge, while teaching using modern technology teaches them to independently search, analyze and draw conclusions from the knowledge they need to acquire. The topic of developing and improving their level of knowledge has always been one of the most pressing issues in the education system. At the same time, it requires the development of pedagogical technologies in the educational process and their implementation with the help of information technology [4].

Information technology plays a key role in ensuring the final results of the development of pedagogical technologies in the system of continuing education, which can be seen in all aspects of education. Therefore, the development of society in all its aspects shows that the use of information technology and information technology as much as possible in the pedagogical technologies used in the education of the younger generation is becoming a topical issue today.

The structure of the lesson should be very clear when moving from one part to another in accordance with its logic, the laws of the teaching process and the didactic purpose of the lesson.

The training structure is its total elements, such as maintaining the core activity in different options, ensuring the integrity of the training. The components of the training are closely interlinked and are done in a precise sequence. The structure of the lesson: the purpose, the content of the studied material, methods and techniques of teaching, the level of training and development of students, depending on the location of the lesson in the learning process. Each type of training has its own structure with its own specific elements.

Model structure of the lesson.

- 1. Organizing the beginning of the lesson: setting educational, pedagogical and developmental tasks, announcing the topic and plan of the lesson.
- 2. Important knowledge (repetition): check the existing knowledge and skills of learners to prepare for the study of a new topic.
- 3. Explain the new material: introduce new knowledge and skills, show their reference examples.
 - 4. Reinforcement: exercises to acquire and consolidate knowledge and skills on the model.
 - 5. Summarize the lesson: formulate conclusions [3].

The types and types of training are given in the following table (Table 2): Table 2. Type and types of training

No	Type of training	Types of training
1.	Introduction to the lesson (learning and	Lecture, explanation, conversation,
	mastering new learning material).	demonstration, research type training.
2.	Generalization training (training on	Repetition, generalization, reproductive
	systematization and generalization of	type training, practical training, excursion
	knowledge, formation of knowledge and skills	training, seminar, conference, final
	on the application of the acquired	training, generalizing independent work.
	resurrection). Strengthen and improve	
	knowledge, skills and competencies.	
3.	Control (accounting and evaluation of	Inquiry, competition, exhibition,
	knowledge and skills).	competition.
4.	Combined.	This includes all 4 types of basic training
		types.

The lesson involves not only the presentation of materials, but also assignments, part of which is obtained by learners in finding ways to solve tasks in the process of independent research, the presentation of materials in the lesson should be variable. It can be ready-made information, solving a problem, proving a solution.

Lesson is a complex form of organization of the learning process, which requires a great responsibility from the educator in the process of teaching, a creative approach to its planning: the correct allocation of time, control over each part of the lesson, individual learning activities.

One of the main requirements for training is its scientific nature, namely:

- conducting training in accordance with the requirements of state educational standards;
- ♣ Ensuring high efficiency of the educational process for the purpose of comprehensive and harmonious development of the learner;
- the use of the most effective means, forms and methods of teaching and new educational technologies;
- formation of professional knowledge and skills in students, preparation for their application in practice;
- organization and control of their independent work;
- Participate in the development of educational programs, quality training of graduates, taking responsibility for their full implementation in accordance with the schedule and curriculum of the educational process;
- respect for the rights and freedoms of students;
- support of discipline, control over the order of participation in training;
- compliance with the implementation of the curriculum and study plans, ensuring compliance with occupational safety requirements in the educational process;
- **♣** carrying out ancillary work; to study the personal qualities of students, to communicate with their parents; to improve their professional skills [2].

Thus, the above-mentioned training structure is implemented in the practical activities of the teacher using the methodological structure. The methodological structure is determined by the educator, who chooses the means, methods and paths. In doing so, he takes into account the whole structure of the training and tries to implement them using the methodological structure. All the elements of the above structure are as clear as the practical tasks that the educator must solve during the preparation and conduct of the lesson.

In general, the set of steps that make up the training structure is as follows: organizational phase, homework review. updating the learner's subject experience, learning new knowledge and methods of activity, initial checking, consolidation, application, systematization and generalization of learner comprehension, control and self-monitoring, correction, homework information, completion of training, reflection. From the sum of these stages, the educator creates various combinations appropriate to the tasks to be solved in the lesson.

The main stage determines the type of training. The following sequence is used in the study of the topic: the acquisition, repetition and consolidation of new knowledge, the application, generalization and systematization of knowledge and skills, control and evaluation of knowledge, as well as the correction of knowledge.

The combined training includes the following stages: organizational, homework check phase, comprehensive knowledge check phase, knowledge updating, new knowledge acquisition and knowledge consolidation phase, homework instruction, homework completion, reflection phase. Organizational phase: very short-term, determines all the psychological mood of the session. Greetings, sweet words of the teacher, calm, confident habit are the conditions for the performance of the tasks of this stage. The stage of actualization of the subject experience of learners ensures their motivation and participation in joint activities. At this stage it is sometimes not enough to update limited knowledge and skills 5].

Homework is given in almost every session, but sometimes this stage is limited to information on just what to do. However, there must be information about its implementation. This does not mean that the educator should dictate the order of homework. There should be a plan for its implementation with the students, as well as the necessary explanations. The absence of this stage leads to problems in homework, lack of knowledge, lack of mastery. Sometimes, due to lack of time, lack of proper planning of the session, the last two stages fall short: conclusion and reflection. But they also have important psychological implications. Evaluation of the student's results serves as a stimulus for further work, to prove achievements, to create a positive emotional mood. Reflection also allows students to develop their emotional circle, to master the principles of cooperation.

The structure of teaching and learning methods depend on the didactic goals and objectives to be addressed in the process of teaching and education. Depending on the most common methods and tools of teaching, this or that type of training can have several types. The structure of the training is a set of training elements that ensure the integrity and completeness of the training in different variants.

2. CONCLUSION

The organization of the educational process imposes a number of requirements on its participants:

- ♣ Accurate and creative implementation of program and methodological requirements for training, the type of training, its place in the course department, the system of inter-course communication, the characteristics of each lesson;
- to take into account the specific learning opportunities of students, the level of education, the level of formation of the team, their interests, aspirations, needs, purposeful focus on eliminating gaps in knowledge;
- joint thinking and solving educational tasks (formation of knowledge, skills, abilities, cognitive abilities, readiness for independent learning), upbringing (formation of worldview, active life position, correct discipline and communication experience, personal qualities, self-education and mental development); develop intelligence, attention, perception, memory, thinking, reasoning, speech, freedom, distinguish the most basic tasks of training, identify them, taking into account the characteristics and capabilities of the team;
- selection of the structure and pace of training, which will ensure the successful solution of tasks and the effective use of training time;
- Ensuring the attention of students to important scientific concepts, theoretical procedures, laws, worldviews, educational ideas of educational material, the basics of teaching content, the connection of training content with life, the needs of society, personal life experiences and interests of students;
- ♣ Ensuring that the educational process is practical, career-oriented, creating clear opportunities for students to apply the acquired knowledge, skills and abilities;
- active methods, intensive teaching, oral, visual and practical, reproductive and problem-based teaching methods, methods of independent work of students and work under the guidance of teachers, the use of methods of arousing students' interest in learning, understanding, sense of duty, responsibility and discipline;

- group and individual forms of frontal work in the classroom, as well as the desire to organize educational work in the form of teamwork;
- stratified approach to students;
- to form in all students a conscious and active attitude to their educational activities, the skills of effective organization of educational work in the classroom, the use of educational and developmental opportunities in the classroom, monitoring and evaluation of their knowledge, skills and abilities;
- treat them with respect, respecting the recipient;
- ♣ Development of the cabinet system of teaching in accordance with the requirements of scientific and technical progress, the effective use of various teaching aids (textbooks, manuals, media);
- adherence to the optimal hygienic and aesthetic conditions for training;
- ♣ Determining the content and scope of homework, taking into account the time, to prevent fatigue of students, if necessary, to explain the homework;
- ♣ to make a clear lesson plan, to ensure its progress in response to changes in the learning situation and to determine the results of education, training, development of students as a result of the analysis of lessons, to compare them with pedagogical tasks, to identify successes and shortcomings, to take into account the results of this analysis.

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